

LTA... friendships. Teacher.

| Level (L), time (T), age (A) | Materials | Aims |
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| L: B1+ T : 45-60 mins A: Teens, adults | Optional: 'What would you do if your friend...?' cards | <ul style="list-style-type: none"> To practice speaking freely about friendships so that students feel confident talking about this topic outside of the classroom. To encourage students to think about the meaning of friendship so they can write a short poem about it. To encourage students to work together and come to a joint decision to write a definition of friendship so that they practice these skills in English. |


Quotes

1 Put students into pairs/groups to complete the first activity. Point out the glossary box.

Quotes background information:

- Aristotle was an ancient Greek philosopher and scientist.
- Muhammad Ali was an American professional athlete and activist.
- (Dame) Elizabeth Taylor was a famous British-American actor.

Spend about 5-10 minutes on this activity. Monitor and write down language issues to discuss with the class.

 Option: You could get students to swap partners half way through or at the end and either have the same discussion or tell each other what their previous partner thought.

Bring the group back together and ask students which quote they like best and why.


Pictures

2 Tell students to find a new partner. Before starting the discussion, students could describe what they can see in the picture for extra language practice. Spend 10-15 minutes on this activity. Monitor and take notes. Before starting activity 3, address any language issues with the whole class.

Poem

3 Tell students they are going to work on their own to write their poem. You could ask them to think of different adjectives related to friendships and write them on the board first.

Monitor students' writing while they are doing it. Set a time limit of 10-15 minutes for this activity. Alternatively you could ask them to write the poem in pairs/groups. When the time is up, encourage students to share their poems with their partner/group or class. Collect them for correction at the end of the lesson.

 Option: ask ChatGPT to write a poem in the same style. Show students what it comes up with and discuss how it differs from the poems students created. Or tell students to ask ChatGPT to improve their poem. Discuss what ChatGPT changes, which version they prefer and why.

Some possible answers for 2:

- All three photos show a group of people (friends). Everyone is smiling or laughing. They all have electronic devices out (1&2 using them, 3 has phones on the table).
- The photos show different ages/generations. Photo 1: every person is using a phone/tablet/headphones. Photo 2: they're using the phone to take a picture. Photo 3: nobody is looking at their phone; they are looking at each other and laughing.
- People are friends online and in person, it's easier to stay in touch and get back in touch with friends today.
- Like they used to (school, work, hobbies etc.) but also online via social media, gaming etc.
- Students' individual answers. Bethan's answer: make time for each other.

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Definition

4. Tell students to think back to the start of the lesson/activity 1. Ask them to think about how their idea of this topic, friendship, has potentially changed or evolved throughout the lesson/activities. Encourage them to discuss their thoughts in pairs/groups for 2-3 minutes.

Tell students they are now going to work together as a class to write a definition of friendship. You could take a step back here and see how the students interact and work together to complete this task. If you think they need more support, ask them to each choose the most important aspect of friendship from their poem - do they have any similar points? Can they agree on what NOT to include in the definition? You could also give a word limit e.g. max 10 words. For larger classes, put students into groups for this final activity and tell them to present their definition to the class.

Monitor and write down any language issues you hear to correct with the students at the end of the lesson/another time.

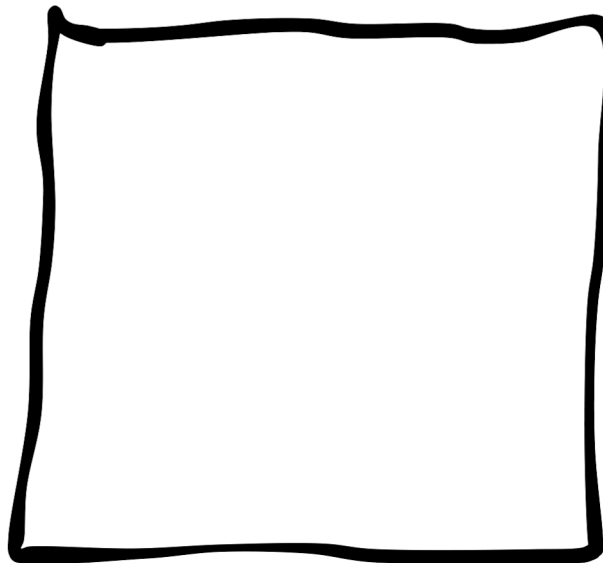
+ Extension: Put students into pairs/groups. Give each pair/group a set of 'what would you do' cards. Model by taking a card, reading out the question and answering it e.g. what would you do if your friend... kissed your sister's partner? I would speak to them and my sister's partner, find out exactly what happened and decide what to do from there. I think I would have to tell my sister or tell her partner/my friend to tell her.'

Students take it in turns to pick up a card, read out the question and answer it. You could have each student answer it and one person decides on the best/funniest response. You could also use this opportunity to revise/teach the conditionals. There are some blank spaces on the document for you/students to invent other scenarios.

Quick teacher reflection (QTR)

Take a few minutes to think about these questions:

- What went well in the lesson? Why?
- What didn't go so well in the lesson? Why?
- What would I do differently if I taught this lesson again? Why?
- Any other thoughts...



Quick student reflection (QSR)

Encourage students to reflect on their learning after the lesson, too. Do this orally or in writing. You could ask them:

- 1 How do you feel after doing this lesson? Why?
2. What activities did you enjoy? Why?
3. What activities didn't you enjoy? Why?
4. Name one thing you really want to remember from this lesson. How are you going to help yourself remember it?

+ Further reading

- Definition/overview of 'friendship': <https://www.britannica.com/topic/friendship>
- Remember: not everyone loves or feels comfortable/confident talking (in class). Check out this great resource on 'teaching introverts' by Michelle Worgan: <https://michelleworgan.com/teaching-introverts-toolkit/>

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What would you do if your friend....

| | | | |
|---|--|--|--|
| ... stole money from your bag? | ... kissed your partner? | ... asked to borrow money? | |
| ...got a new partner you don't like? | ... asked to borrow your car but you think they're a bad driver? | ... started drinking excessive amounts of alcohol? | |
| ...made a life decision you didn't agree with? | ...spoke badly about another friend of yours? | ...asked to borrow your streaming service password e.g. Netflix and not offer to split the cost? | |
| ...asked to split the bill equally but ordered much more expensive food than you? | ...always took days to reply to your messages? | ...forgot to water your plants while you were on holiday and they all died? | |